

## ***Part VI***

### ***Principle Four: Data Analysis***

## Principle Four: Data Analysis

A grant recipient's program shall be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research.<sup>1</sup>

### Definitions:

**Protective Factor, Buffer, or Asset** – The terms 'protective factor', 'buffer', and 'asset' mean any one of a number of the community, school, family, or peer-individual domains that are known, through prospective longitudinal research efforts, or which are grounded in a well-established theoretical model of prevention, and have been shown to prevent alcohol, tobacco, or illegal drug use, as well as violent behavior, by youth in the community, and which promote positive youth development.<sup>2</sup>

**Risk Factor** – The term 'risk factor' means any one of a number of characteristics of the community, school, family, or peer-individual domains that are known through prospective longitudinal research efforts, to be predictive of alcohol, tobacco, or illegal drug use, as well as violent behavior, by youth in the community.<sup>2</sup>

### Key Risk Factors for Substance Abuse:

#### ☒ Individual

- Biological predisposition (inherited or acquired)
- Shy and aggressive temperament (at a young age)
- Irritable temperament (at a young age)
- Mental disorders, such as clinical depression and anxiety
- Sensation-seeking personality and behavior
- Low sense of self-efficacy
- Alienation, rebelliousness, and anti-social attitudes
- Early drug use (such as tobacco, alcohol, and marijuana)
- Underestimation of the consequences and harmfulness of drug use

#### ☒ Family

- Parents who use drugs
- Parents who favor (or are ambivalent about) the use of drugs
- Family history of substance abuse
- Family management problems

#### ☒ Peer

- Friends with anti-social norms and behaviors
- Friends who favor drug use

Friends who use drugs

☒ **School**

Low commitment to school

Academic failure

☒ **Community**

Easy access to drugs

Inadequate to poorly enforced anti-drug laws, regulations, and policies

Community norms that favor drug-use

Disorganized community

Economic and social deprivation

## **Key Protective Processes That Counter Substance Abuse Risks:**

Bonding to family, school, and community

Neighborhoods with clean norms opposed to substance abuse

Development of effective socialization skills that are relevant to interpersonal

communications, decision making, self-assessment, and emotional

regulation

(of anger, frustration, disappointment, failure, and the like)

Opportunities for rewarding participation in activities involving the family,

school, and community

These, and other, risk and protective factors and processes interact and cumulate in complex ways. The literature increasingly reports that the risk for adverse outcomes – such as substance abuse, violence, and arrests – increases as the number of risk factors increases, almost without regard to the particular risk factors involved. The cumulative, interactive effects has major implications for the design and implementation of successful preventive interventions.

## **Source Citations for Principle Four: Data Analysis**

1. H.R. 1, the No Child Left Behind Act of 2001, Title IV – 21<sup>st</sup> Century Schools, Part A: Safe and Drug-Free Schools and Communities Act (Public Law 107-110).
2. Safe and Drug-Free Schools Definitions from H.R. 1, the No Child Left Behind Act of 2001, Title IV, Part A: Safe and Drug-Free Schools and Communities Act, SEC. 4151 and Michigan Department of Education.